

## Management of the Indoor Learning Environment at Makarima Islamic Kindergarten in Sukoharjo

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### ABSTRACT

*This research discusses the management of the indoor learning environment at Makarima Islamic Kindergarten in Sukoharjo, focusing on effective learning management applied to create an environment that supports early childhood development. A descriptive qualitative approach with an ethnographic approach. The subjects of this study consisted of principals, teachers, and the environment. Researchers applied data collection techniques in the form of observation and documentation. The main findings show that the management of the indoor learning environment at Makarima Sukoharjo Islamic Kindergarten involves the selection of safe teaching materials, flexible and stimulative space arrangement, and learning equipment. The use of colour, good lighting, and proper space layout is proven to affect children's attention and motivation in the learning process. Makarima Sukoharjo Islamic Kindergarten has five types of rooms, namely the preparation centre, the design centre, the natural materials centre, the siroh role centre, and the life skills centre. This study concludes that controlling the learning environment is important to achieve effective learning goals in children.*

### Key Word:

*Management, Learning Environment, Early Childhood.*

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## **Introduction**

Early childhood is the earliest stage of development in life. Its developmental period is limited to the age of 0 to 4 years. This child develops rapidly at the age of 0 to 4 years. According to (Nuritasari & Julianto, 2015) children at this age have high opportunities in all aspects of their development. Some experts often say that this is the golden age of child development. To foster and enhance all developmental aspects of the child's development during this golden period, it provides suggestions to be in line with the developmental stage. For three months, the child will have the opportunity to receive stimuli from his/her home environment, and after that, he/she will receive stimulus from the external environment as a starting point for the stimulus of education external to the familiar home. The environment is a source of learning for children to obtain various information. As children grow older, they experience maturity in physical and mental processes, both of which are a form of maturity in responding to all stimuli provided in their environment.

One of the environments referred to above is the school environment. Bredecamp and Cople (Mariyana, 2018) revealed that education in kindergarten is designed and aims to serve and improve the language, social, emotional, intellectual and physical development of children. This agrees with Bachler and Snowman that the kindergarten level is a place to facilitate comprehensive and optimal growth and development of children following the norms and values of life.

Just like Piaget, Montessori also considers the environment as the main key to children's learning. This environment will be used by children to explore their potential and also develop according to their potential, so the environment must be fun for children. Montessori also argues that children are active agents in their environment, and teachers become facilitators who will assist in the learning process and child development (Hidayatulloh, 2014).

Suyadi in Wahyuni (Ismail et al., 2019) explains that the design of the children's learning environment is that there are set plans in the form of indoor and outdoor. Although this design is not the expertise of the teacher, it is hoped that PAUD teachers can recognise the character of the design of the children's learning environment by the child's imagination. Because children's imagination can affect children's cognitive,

language, social, emotional, and artistic development. From several studies related to children's environmental design management, many institutions have carried out their functions. One of them is research from Lailatul Rohmah at RA Sahabat and TK Cerita, the institution has implemented environmental management by Montessori's view of creating a pleasant environment. The planning carried out by the institution is since the establishment of the institution. This study was conducted to determine the management of children's learning environment in the indoor set plan at TK Islam Makarima Sukoharjo and whether it is following the opinions of experts or not.

## **Method**

The type of research that will be applied in this research is descriptive qualitative research with an ethnographic approach. According to Sugiyono in Adhimah (Adhimah, 2020) the design used is a qualitative method that helps in knowing or explaining the reality of the events under study, so that obtaining objective data becomes easier, stating that researchers use qualitative research methods in the context of natural objects.

The subjects of this study consisted of principals, teachers, and the school environment in one of the kindergartens in Sukoharjo City. In this study, there was one teacher who explained the functions of various corners of the school environment, and we also made observations of the environment.

In this study, researchers applied data collection techniques in the form of observation and documentation. The data source comes from the results of observations made by researchers at the place. This means that observation is a process of systematic observation of activities, layouts and configurations that are constantly adjusted arising from natural activity sites to produce facts according to (Hasanah, 2017). Documentation is a way to obtain accurate evidence and facts. The collection of evidence and data can use mobile phones to take pictures, and videos and also record conversations conducted according to (Chamidah et al., 2021). In this study, we chose to observe a lot of the school environment because it can help to know how the environmental conditions are and to add to the explanation we asked the existing teachers. Furthermore, conclusions include new data findings that clarify previous

information. This research is a descriptive field research, providing an overview of the management of the indoor learning environment at Makarima Kindergarten in Sukoharjo.

## Results and Discussion

Effective management of the learning environment in an institution is very important because it can affect children's learning processes such as comfort, safety, and children's learning motivation. According to (Rita Mariyana, and Ali Nugraha, 2018) Management of the learning environment in kindergarten is a way of organising and integrating various aspects of the environment that can affect children's development in kindergarten so that it can be supported effectively. So that management can be interpreted as an effort to create a learning atmosphere so that it can achieve effective learning goals for children. According to Noor Baiti in Nining, et al. The indoor learning area is an educational area prepared by the school to be used by students as a learning centre or learning area in the school environment. (Hamidah et al., 2022). The learning environment setting for each individual and student is strongly influenced by the surrounding environment so that it can produce good learning motivation due to a positive and pleasant learning environment, depending on the circumstances of the student or individual (Jamal et al., 2023). TK Islam Makarima Sukoharjo has a two-story building because of its strategic location and its distance from the main road gives this school its charm. At TK Islam Makarima Sukoharjo we chose the object of research on the management of the Indoor learning environment. In the indoor area, we examined the section:

*First*, the arrangement of the room. According to (Erwin, 2018) states that 'The purpose of designing the learning environment is so that the classroom meets the minimum space requirements, ceiling height, wall colour, ventilation and temperature according to the needs of children.' And from the results of the study, show that Makarima Sukoharjo Islamic Kindergarten has a strategically located building, each classroom faces the direction of light so that when the lights go out the class will remain bright, not only that each class also has ventilation in the front and back so that sunlight and air circulation can enter the room, this greatly affects the breathing and

freedom of children. Makarima Sukoharjo Islamic Kindergarten has 15 classrooms, each class has a different number of students. As in class B2 Muzdhalifah which has 2 teachers and 18 children, class A2 Mina has 2 teachers and 23 children. The area of each class is different, but it meets the ideal room size standards. For the floor, each class uses tiled floors, although using tiled floors, the risk of accidents is very minimal because the location of the bathroom or hand washing place is not too close to the classroom area, toys chairs and tables are also arranged on the edges of the walls to make it easier for children to move more freely.



Picture 1. Classroom facing the light

Even so, teachers also use mats as mats during learning. Makarima Sukoharjo Islamic Kindergarten also pays attention to the arrangement of the walls and also the colours in the room, the walls used are permanent, the walls are decorated with pictures (astronauts, seas and ships, cities and mountains), children's work and also writing such as the names of the day.



Picture 2. Classroom with mats

The roof and ceiling are also decorated with various forms of decoration, such as clouds, sun, stars and others. The use of colours in each class also adds to the impression of comfort in children, the colours used are pastel colours such as blue and orange.

*Second*, learning equipment. Research conducted by Dinda Pratiwi Nuritasari explained that the preparation area is equipped with various equipment that supports the teaching and learning process, such as APE, stationery, and teaching materials (Nuritasari & Julianto, 2015). There are many pieces of learning equipment in Makarima Sukoharjo Islamic Kindergarten starting from lockers, these lockers aim to store children's bags, there are also for storing books, and there are elongated shelves for storing stationery, crayons, and books. The height of the locker has been adjusted to the height of the child so that the child easily stores their items without the help of the teacher. Furthermore, there is a table, the table provided is rectangular with obtuse corners. During learning, teachers and children sit under the carpet so that only a few chairs are available in the classroom. Each class also has a fan, so that children feel comfortable during learning even in hot weather. There is also a neatly arranged shoe rack outside the classroom.

*Third*, the types of rooms. There are 5 types of rooms in Makarima Islamic Kindergarten Sukoharjo, namely the preparation centre, design centre, natural material centre, siroh role centre, and life skill centre. In the preparation centre. According to Jusrin in Rahmawati (Rahmawati, 2019) this centre provides opportunities for children to develop fine motor skills, cognition and language skills. Teachers prepare a special place that focuses on writing, reading and maths activities. Other activities that lead to literacy levels, such as number and letter recognition and sorting tasks continue to be offered to children at lower developmental stages. According to (Khoirunnisa & Darsinah, 2024) the preparation centre in Makarima Islamic Kindergarten has implemented 4 parts, namely the play environment section, the pre-game section, the individual section in the game, and the post-game section. To increase children's creativity in this preparation centre, learning is carried out through play so that children are not easily bored in every lesson (Watini, 2019). Furthermore, the design centre, there is something a little different in Makarima

school, they named the beam centre as the design centre. Basically in the beam centre children make blocks using the materials that have been provided, but in the basic tool design centre also use blocks but use several other materials such as plastic materials, cardboard, foam and flannel in their learning. In this design centre at Makarima School, there are four footholds as in the nature centre (Budhiati & Darsinah, 2024). In this beam design centre, children have the opportunity to develop their cognitive development through activities (Wahyuni, 2016).



Picture 3. Design centre

The third is the natural materials centre, which focuses on processing and utilising natural materials in various activities. According to Iswantiningtyas in Ningsih, natural materials can provide opportunities for children to develop skills in working with a variety of different materials, and can also add sensory-motor experiences in building self-control (Ningsih et al., 2021).

The siroh role centre at the Makarima Foundation has its characteristics, namely that they have a siroh role centre where children focus on religious learning. Activities such as murojaah, worship, tahfidz, etc. In addition, in this centre there are also activities to tell Islamic stories where children will add new vocabulary and broad insights and can also foster the child's imagination (Ni'mah et al., 2021). The existence of this religious-based curriculum development aims to enable children from an early age to recognise various kinds of teachings in Islam according to (Anhusadar & Kendari, 2019).

Fourth, the psychological atmosphere of the room. According to (Karokaro et al., 2024), this planning focuses on comfort, safety and health, so there are many things to consider to guide, teach and support children's development. ECD teachers need to create a safe, secure and supportive learning environment where children can explore and understand teaching materials.



Picture 6. The atmosphere in the classroom

The weather can change at any time, the atmosphere that starts hot can become cold. Makarima Sukoharjo Islamic Kindergarten provides facilities that children need such as fans that are turned on when the temperature is hot, and there are also curtains to close the windows. There are lights as lighting when the weather is rainy or dark. The teachers also always pay attention to the safety and security of children, therefore on the second-floor area is given a fence and also stairs are given a handrail. After finishing learning or playing, the toys will be returned and kept in place so that there are no scattered toys because they can harm children. After eating, whether it is lunch or snack, children will clean up the remaining food that is scattered together and throw the garbage in its place.

The last is the life skills centre, this centre focuses on allowing children to learn independence from various activities in this centre such as self-care activities (wearing clothes neatly, wearing laced shoes, washing hands), caring for the surrounding environment (cleaning tables and chairs, mopping dirty floors), relationships between others (mutual respect, being polite). Of course, in its implementation, this practical life centre pays great attention to the steps of the game, including the game



environment, pre-play steps, steps during play, and even post-play steps according to Al-Hasna & Hasanah (Sakinah et al., 2024).

## Conclusion

The management of the learning environment in Makarima Sukoharjo Islamic Kindergarten has an important role in supporting an effective and enjoyable learning process for children, the arrangement of the room in the classroom must pay attention to functional and aesthetic aspects, such as classrooms facing the direction of light, good ventilation, and the use of pastel colours in classrooms that can create a comfortable learning atmosphere. Learning equipment is designed according to the needs of children such as lockers that are easily accessible to children, tables with obtuse angles, and carpets that are used as a base for learning so that children can learn freely and safely. Makarima Sukoharjo Islamic Kindergarten also provides various types of learning spaces such as preparation centres, design centres, natural material centres, siroh role centres, and also life skill centres, which support cognitive, motor, religious and independence development. In addition, a safe and comfortable psychological atmosphere is also important in children's learning, such as installing a fence on the second floor so as not to endanger children's safety, installing fans is also important during the summer and some lights can be turned on during the rainy season so that learning is more comfortable for children.

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